



CAL STATE
EAST BAY

DEPARTMENT OF NURSING

MASTER OF SCIENCE IN NURSING PROGRAM
STUDENT HANDBOOK

2024-2025

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June 5, 2024

Dear Masters Students,

Welcome to the MSN program at Cal State East Bay! I look forward to getting to know you as you begin work on this next step in your nursing career. The faculty and staff are all here to support you, your professional development, and your academic success.

Over the past decade, Cal State East Bay Nursing has leaned into our responsibility to build a more inclusive nursing workforce, to address racism and inequities in healthcare, and to promote social justice throughout the web of communities to which we belong.

You will see evidence of Cal State East Bay Nursing's commitment to these goals throughout your graduate program. You will have the opportunity to help us build a more inclusive and responsive nursing program as we work to apply principles of anti-racism in our baccalaureate and masters of nursing education and learning environments. You will learn principles of nursing education and leadership from faculty who are thought-leaders and researchers in social justice and health equity. You will be among a diverse, inclusive and engaging community of learners who will help you see problems—and solutions—from new, creative perspectives. Most importantly, you will graduate with the skills and experience that our communities need most to help us build an equitable, accessible, safe, and strong healthcare system that supports everyone's right to a healthy life.

Graduate students do not take their educational journeys alone—the friends, family, coworkers and others who support you are incredibly important and will help you through challenges. As you get to know your professors and classmates you will form support networks and bonds that will help you to grow and stretch beyond your current professional limits. All of us in the Nursing Department- our staff, faculty, and administrators- are dedicated to and invested in your success, so let us know what you need to get the most from your MSN experience. Before you know it, you will be enthusiastically celebrating your graduation with this new group of colleagues and friends, and joining a strong network of Cal State East Bay Nursing Alumni. I look forward to being a part of your journey and to following the exciting career paths you will take!

Sincerely,

A handwritten signature in cursive script that reads 'Monika Eckfield'.

Monika Eckfield, PhD, RN, PHN
Associate Professor and Chair of the Department of Nursing

GRADUATE STUDENT AFFIRMATION FORM

I understand that as a Cal State East Bay graduate nursing student I am a member of a profession, which places me in a position of confidence requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that as a member of the nursing profession I have a responsibility to act in a manner consistent with the essential attributes of the profession.

In this regard:

I have read the Nursing Student Handbook. I am aware that it contains information on topics including (but not limited to) program description, program requirements, and policies on student conduct, and academic performance. I am aware that it describes communication procedures for student concerns and resources available to me in my student role.

I agree to protect the privacy of faculty, peers, patients and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a Cal State East Bay nursing student. In addition, I agree not to inappropriately disclose confidential information about my agency or institution that is disclosed to me in my capacity as a Cal State East Bay nursing student. I will adhere to [HIPAA guidelines](#).

I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses. [This document is available to view here](#).

I have been informed that information contained in the Nursing Student Handbook covers my rights and responsibilities as a nursing student at Cal State East Bay. I have been informed that it is incumbent on me to read and apprise myself of the information contained in the Handbook.

I will maintain and uphold the academic integrity policy of the Department of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing or copying another's assigned work, or lying about any situation.

I will not recreate any items or portions of any assignment or exam for my own use, or for use by others.

I will not accept or access any unauthorized information related to any assignment or exam .

I will not discuss or post any information about faculty, peers, patients, family

members, or any clinical facility on any electronic venue without prior written consent. Nor will I leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive.

I will report any potential or actual breach of exam information to course faculty.

I will not discuss or post any information, photos, or videos about faculty, peers, or any clinical facility on any electronic venue (i.e., , Facebook, Instagram, Twitter, cell phones, etc.). Nor will I leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive.

Student's Signature _____ Date: _____

Student's Printed Name _____

March 2023

CAL STATE EAST BAY GRADUATE NURSING PROGRAM

Mission Statement

The mission of the Cal State East Bay's graduate nursing program is to prepare professional nurses who are committed to the advanced practice of nursing and responsive to the ever-changing needs of the communities we serve. The program offers an inclusive learning environment focused on the development of leaders who are lifelong learners.

The nursing program supports and reflects the University mission of quality education for a diverse society. We understand that the solutions needed for a healthy society require a multiplicity of perspectives, skills, worldviews, and a deep commitment to the future of the nursing profession. Graduates are equipped to provide high quality care and have a transformative influence on nursing practice, healthcare environments, and the health of our community.

California State University East Bay (CSUEB)

Department of Nursing Position on Anti-Racism

Cal State East Bay's (CSUEB) Department of Nursing acknowledges that structural racism is a reality in our society, institutions of higher education, health sciences, and healthcare. This acknowledgment requires that we apply the principles of anti-racism to dismantle the negative and divisive impact of racism in all forms in our program including, but not limited to, admission policies, program curricula, and priorities of our committees. We recognize that anti-racism in nursing education will positively impact the experiences and wellness of communities beyond our program. Therefore, CSUEB Department of Nursing holds a commitment to diversity, equity and inclusion in a manner that prepares our graduates to personally and collectively contribute to a future where health equity is a reality.

CSUEB's Department of Nursing resolves to:

- Nurture and maintain a culture and environment of accountability where students, staff, and faculty can work and learn free from racism and any accompanying forms of oppression including, but not limited to, sexism, transphobia, ableism, and ageism.
- Contribute to a more diverse and inclusive nursing education and workforce pipeline
- Value lived experiences of learners and colleagues when considering various charges and priorities of committees, boards, and curricular planning
- Uphold a commitment to full engagement and respect in learning settings (classroom, skills lab, clinical, field days, etc.)
- Systematically design, introduce, and integrate learning materials, clinical evaluations, pedagogical approaches, and learning experiences consistent with anti-racism and cultural humility.
- Encourage research and service activities that put anti-racism into practice.
- Maintain an oversight committee that ensures that our stated intentions are put into action, are effective, transparent, and are adapted as needed.

Approved 5/20/2021

CAL STATE EAST BAY GRADUATE NURSING PROGRAM

Department of Nursing Core Values

CARING: We believe Caring is essential to the practice of nursing and seek to treat those we serve with sensitivity, respect, and empathy. We embrace the provision of holistic care through therapeutic relationships directed towards health, comfort and well being.

COMMUNICATION AND COLLABORATION: We believe that open Communication and Collaboration require accountability, honesty, integrity, and respect for all participants. We seek to practice shared decision-making with our fellow nurses as well as inter-professionally.

CULTURAL INCLUSIVITY: We believe in the practice of Cultural Inclusivity, recognizing the rich diversity of humanity. We endeavor to honor that diversity by continually broadening our scope of care to include all members of our community and by modeling respect, sensitivity and equality for all.

CRITICAL THINKING: We believe Critical Thinking is essential to nursing as a self-reflective and purposeful approach to thinking. We value the ability to make connections between patient data and acquired knowledge, leading to appropriate clinical interventions for our patient

EVIDENCE BASED PRACTICE: We believe in the use of Evidence Based Practice to guide our Nursing practice. We foster the integration of current research, clinical expertise, and the rigorous evaluation of the effectiveness of nursing interventions to make sound decisions in the care of our clients.

PROFESSIONAL BEHAVIORS: We believe that Professional Behaviors encompass the knowledge, skills, and attitudes described by American Nurses Association (ANA) Code of Ethics for Nurses. As professional, we model altruism, integrity, respect, accountability, responsibility, and ethical conduct. We promote lifelong learning for the advancement of professional Nursing.

SAFETY: We believe Safety is of utmost importance to the practice of nursing and strive above all to prevent harm to our patients and ourselves while delivering quality healthcare.

SOCIAL JUSTICE: We believe Social Justice in nursing embodies the principles of fairness, equity, dignity and equal opportunity for health for all. We embrace a moral mandate to improve access to quality health care for the marginalized and under-served and to attend to those who are suffering inequities.

CAL STATE EAST BAY GRADUATE NURSING PROGRAM GOAL

The goal of Cal State East Bay graduate program is to provide accessible, affordable advance nursing education to our diverse, multicultural nursing community, and to benefit our community and the profession of nursing through increasing diversity among nurse educators, leaders and administrators in clinical, organizational, and academic settings. The program builds on baccalaureate education in nursing and provides seamless pathway to a practice or research doctoral program for those interested in pursuing a terminal degree.

The graduate program offers two concentrations. The MSN in Nursing Education specialty aims to prepare nurses to be effective educators and mentors in clinical or academic settings. The MSN in Leadership and Administration specialty aims to provide nurses with knowledge and skills to undertake leadership role and influence healthcare delivery in a variety of organizations and settings.

CAL STATE EAST BAY GRADUATE NURSING PROGRAM PROGRAM LEARNING OUTCOMES

This program seeks to prepare graduates who will:

- Integrate theoretical and scientific knowledge of ethical/legal principles, advanced nursing practice and clinical excellence in professional practice and role development in clinical, organizational and academic settings.
- Demonstrate effective leadership in advanced practice roles in nursing our diverse multicultural community.
- Integrate theoretical and scientific knowledge of ethical/legal principles, advanced nursing practice and clinical excellence in professional practice and role development in clinical, organizational and academic settings.
- Critically analyze evidence in the advanced practice of nursing and in the planning, delivery, and evaluation of quality care in clinical, organizational, and academic settings.
- Integrate healthcare technologies in collaboration with interdisciplinary teams to improve clinical practice, education, and organizational management.
- Design culturally inclusive, ethical, and comprehensive nursing care practices and systems in clinical prevention and population care for individuals, families, and communities for individuals, aggregates, and communities across the health care system.
- Engage in lifelong learning and professional development to advance a culture of excellence.

Graduate Degree Requirement

The Cal State East Bay Nursing graduate program requires completion of 33 semester units. A cumulative grade point average (GPA) of 3.0 must be maintained to satisfy the degree requirements. The program mandates that the degree must be completed within four years.

In addition to Nursing Department requirements, every student must also satisfy the University requirements for graduation. These include the 70%-unit residence requirement and the minimum 23 units in 600-level courses (or up to 9 transferred units). Refer to the University Catalogue for complete list of Cal State East Bay graduate degree requirements.¹

Students who accumulate more than six units of work graded as Incomplete or “I” may not register for courses applicable to the degree until the “I” grades are removed. Students who fail to maintain progress by falling below a 3.0 GPA in their graduate courses for two consecutive semesters will be academically disqualified from the university.

Filing for spring graduation takes place during the fall semester just before. Students should follow the graduation procedures outlined in the university catalog.²₁

<https://catalog.csueastbay.edu/content.php?catoid=31&navoid=27153#masters>²

Fall Immersion Experience

The purpose of Immersion is to orient students to the program and upcoming academic year, help students establish a supportive network, familiarize students with campus resources, and reinforce academic skills to succeed in an online learning environment. Broadly speaking, this orientation also strives to welcome students to graduate education. The two-day experience provides students opportunities to meet with course faculty, and fellow students, and to participate in workshops focused on strategies for success as graduate students, developing a writing practice, and supporting familiarity with the online learning management system utilized by Cal State East Bay.

The MSN Immersion experience takes place in August at the beginning of every academic year. Attendance is mandatory. The specific dates are communicated to current students by mid-May. Incoming students are notified either at the time they are offered admission (if notified after mid-May) or at the same time current students are notified.

³ <https://www.aacnnursing.org/Essentials>⁴ <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

⁵ <https://anacalif.memberclicks.net/assets/Events/RNDay/2016%20code%20of%20ethics%20for%20nurses%20-%209%20provisions.pdf>

Master of Science in Nursing Program Curriculum

General Information

The Cal State East Bay graduate nursing program seeks to build and expand on Baccalaureate nursing practice and to prepare nurses with broad knowledge and skills for advanced nursing practice and leadership.

Professional nursing standards are used in the development, implementation, and evaluation of program curricula as well in teaching and evaluation of student learning outcomes. The professional standards incorporated on the MSN program curriculum include Essentials of Master's Education in Nursing (AACN, 2021)³, Core Competencies of Nurse Educators (NLN)⁴, and the ANA Code of Ethics for nurses.⁵

The curriculum consists of five core courses, five specialty courses, a practicum, and Master synthesis. All course instructions are delivered via online asynchronous methods. Additionally, students are required to attend a two-day MSN immersion experience each fall at the Cal State East Bay Hayward campus.

Master of Science in Nursing Program Curriculum

Descriptions of Core Courses

N601 Theoretical Perspectives for Advancing Nursing Practice (3 units) This course explores theories used to advance nursing practice. Learners apply knowledge synthesis and translation to practice to address health inequities, leadership, and complex healthcare systems.

N602 Introduction to Scientific Research in Practice (3 units) This course introduces and reinforces the application of scientific inquiry to inform leadership in evidence-based practice to improve patient care.

N603 Healthcare Systems, Technologies, and Informatics (3 units) Learners analyze current and emerging healthcare information and communication technologies to enhance care of individuals, communities, and populations with a focus on inter-professional collaboration to employ best practice in electronic health, mobile health, and telehealth systems

N604 Health Equity, Systems of Power, and Population Health (3 units) This course focuses on critically examining how systems shape the conceptualization, measurement, promotion, and protection of health for individuals, communities, and populations. Students will explore various collaborative strategies to design and evaluate initiatives, programs, and services to advance health equity.

N607 Contemporary Issues in Healthcare Economics & Social Policy (3 units) Current national health economics and policy issues are analyzed with a focus on the impact to accessibility, affordability, and quality. Engagement strategies for advanced practice nurses in health policy development, implementation, and advocacy for public health are critically evaluated

N693 Master Synthesis (3 units) This course reflects student's expertise and capability as a nurse leader in education or administration. The student will integrate theory and research knowledge to address a selected clinical problem or organizational issue. The outcome of this course is a formal scholarly paper (Refer to Syllabus for guidelines and rubrics). Students are encouraged to share their findings with the nursing community by submitting a peer reviewed manuscript or conference abstracts for presentation.

Master of Science in Nursing Program Curriculum 2024-2025

Nursing Education Concentration: Full Time Degree Roadmap

Degree Aim: To prepare aspiring nurses to become effective educators and mentors in clinical, community, and academic settings. (33 units total)			
YEAR ONE			
Fall (9 units)		Spring (9 units)	
N601	Theoretical Perspectives for Advancing Nursing Practice (3 units)	N604	Health Equity, Systems of Power, and Population Health (3 units)
N602	Introduction to Scientific Research in Practice (3 units)	*N611	Learner-Centered Theories and Methods (2 units)
N603	Healthcare Systems, Technologies, and Informatics (3 units)	*N612	Advanced Concepts in Pathophysiology, Pharmacology, and Health Assessment (4 units)
YEAR TWO			
Fall (9 units)		Spring (6 units)	
N607	Contemporary Issues in Healthcare Economics and Social Policy (3 units)	*N615	Instructional Practicum: Teaching and Clinical Specialty Practices (3 units)
*N613	Curriculum Design & Outcomes (3 units)	N693	Master Synthesis (3 units)
*N614	Instructional Strategies & Educational Technology (3 units)		

*Nursing Education concentration courses

Master of Science in Nursing Program Curriculum 2024-2025

Description of Nursing Education Concentration Courses

N611 Learner-Centered Theories and Methods (2 units) - Learner-centered education encompasses methods of teaching that shift the focus of instruction from the teacher to the student. This course will explore theories of learning, strategies for learner centered teaching including learner-centered principles. The four domains important to learning will be examined.

N612 Advanced Concepts in Pathophysiology, Pharmacology & Health Assessment (4 units) - The course deepens conceptual understanding of pathophysiologic processes that explain human responses to selected acute and chronic diseases across the life span. Pharmacotherapy knowledge of further drug classifications with emphasis on their therapeutic uses and the nurse educator's role in teaching safe and effective patient management is integrated. The course builds on basic and experiential knowledge of health assessment. Comprehensive physical, psychological, and cultural assessment focuses on applying critical thinking in systematic and focused assessment for common diseases in clients across the life span.

N613 Curriculum Design and Outcomes (3 units) - This course focuses on the components of curriculum design, development, implementation and evaluation in nursing education. Application of curriculum theory is included. Analysis of program data for continuous improvement is discussed.

N614 Instructional Strategies & Educational Technology (3 units) - This course introduces pertinent principles of teaching/learning, instructional methods, and educational technology that facilitate teaching, assessment, and evaluation in the 21st century classroom setting. The focus is on applying popular and innovative strategies in healthcare education, including the use of a variety of technology resources to achieve teaching/learning goals.

N615 Instructional Practicum: Teaching & Clinical Specialty Practices (3 units) - This course is a concentrated teaching and practical experience to support the development of nurse/patient educator in a clinical specialty area. Under the supervision of a graduate faculty and a doctorate prepared RN preceptor, students have the opportunity to put in practice the role of clinical educator to actively engage nurses and communities participation.

About the Instructional Practicum: This is a field-based learning experience taken concurrently with the Master Synthesis in the final semester of the graduate program. There are two components: a teaching practice and clinical practice.

Teaching practice - Students will implement actionable part of the Synthesis project in clinical or academic setting. The field experience is guided by course faculty and agency preceptor who has an advanced degree in nursing and in a formal educator role. Upon completion, students will submit a written abstract that addresses the teaching projects' significance, objectives, methodology, and evaluation.

Clinical practice - Students will gain direct care experiences that help advance their expertise in a clinical area of practice. Students will spend a portion of the course time with a clinical preceptor who is an advanced practice provider (e.g. CNS, NP, MD) in an interdisciplinary care setting. Students will develop learning objectives and planned activities, and submit a summary report that addresses learning outcomes and reflections on the learning experience.

Refer to course syllabi for specific guidelines and established rubrics.

Master of Science in Nursing Program Curriculum
Nursing Leadership and Administration Concentration:
Full Time Degree Roadmap

Degree Aim: To prepare aspiring nurse leaders in their advancement to managerial and leadership roles in clinical or organizational settings. (33 units total)			
YEAR ONE			
Fall (9 units)		Spring (9 units)	
N601	Theoretical Perspectives for Advancing Nursing Practice (3 units)	N604	Health Equity, Systems of Power, and Population Health (3 units)
N602	Introduction to Scientific Research in Practice (3 units)	*N621	Principles and Practices of Quality Patient Care (3 units)
N603	Healthcare Systems, Technologies, and Informatics (3 units)	*N622	Leadership Influence and Change (3 units)
YEAR TWO			
Fall (9 units)		Spring (6 units)	
N607	Contemporary Issues in Healthcare Economics and Social Policy (3 units)	*N625	Leadership Practicum: Nurse Administrative Role in Organizational Setting (3 units)
*N623	Organizational Systems & Finance Management in Healthcare (3 units)	N693	Master Synthesis (3 units)
*N624	Human Resources Management for Healthcare (3 units)		

*Leadership & Administration concentration courses

Master of Science in Nursing Program Curriculum 2024-2025

Description of Nursing Leadership and Administration Concentration Courses

N621 Principles and Practices of Quality Patient Care (3 units) - This course examines the principles and practices of quality improvement in health care settings. Theories, models, and methods of quality improvement and patient safety are discussed. Applications of system assessment, data management and analysis, and evaluation methods to design safe, effective, and efficient healthcare delivery systems are discussed.

N622 Leadership Influence and Change (3 units) - This course explores concepts of effective leadership in nursing in the context of changing healthcare systems and provides the student with the skills needed to develop the leadership role. Theories of leadership and influence will be analyzed and strategies for effective leadership including complex system thinking, organizational culture, ethics, inter-professional communication, change models, conflict resolution, characteristics of leaders and team building will be presented.

N623 Organizational Systems & Finance Management in Health Care (3 units) - This course examines organizational health care delivery systems, and nursing management perspective of organizational development. Issues of healthcare economics and financial management, budgeting, current standards and regulatory agency requirements are discussed.

N624 Human Resources Management for Health Care (3 units) - This course examines human resource management in the current healthcare with a focus on the role of the nurse manager/executive. Application of organizational and administrative theories to human resources models will be discussed.

N625 Leadership Practicum: Nurse Administrative Role in Organizational Setting (3 units) - This practicum course directs the student in application leadership and administrative principles to the leadership role through a mentored practice experience in an organizational setting.

About the Leadership Practicum: This is a field-based learning experience taken concurrently with the Master Synthesis in the final semester of the graduate program. Students will implement actionable part of the Synthesis project organizational setting. The field experience is guided by course faculty and agency preceptor who has an advanced degree in nursing and in a formal leadership /administrative role. Upon completion, students will submit a written paper that addresses the leadership projects' significance, objectives, methodology, and evaluation.

3. Guidelines for the Synthesis Project: Practicum and Synthesis Project

3.1 Project overview

The purpose of this project is for students to apply cumulative theoretical knowledge acquired throughout the program. Students demonstrate originality, independent thinking, and the ability to contribute as leaders in their respective practice settings by planning, implementing, and evaluating a project aligned with their concentration. N693 Master's Synthesis is taken concurrently with the practicum corresponding to the student's concentration (N615 for Nursing Education or N625 for Nursing Leadership and Administration).

Students complete their projects with the guidance and mentorship of faculty and one or two preceptors (one for Leadership and Administration; two for Nursing Education). All projects should contribute to increased quality of nursing practice and patient outcomes. Students are expected to identify an clinical or educational practice issue during the summer prior to graduating.

3.2 Practicum: Timeline

Successful and timely progression through the program includes preparation for the Synthesis Project. These dates are meant to guide you to successful completion of your project. Note that this timeline includes both full-time and part-time students.

SUMMER PRIOR TO GRADUATING
Last week of May / Early June <ul style="list-style-type: none"><input type="checkbox"/> Attend a virtual concentration-specific information session to review expectations, required forms, due dates, and ask questions<input type="checkbox"/> Draft a preliminary personalized timeline for project preparation<input type="checkbox"/> Review faculty feedback on assignments submitted during the previous year to continue to develop your writing practice
FALL SEMESTER PRIOR TO GRADUATING (dates are specific to students graduating spring 2025)
<ul style="list-style-type: none"><input type="checkbox"/> Practicum Intent Form (Friday, August 2, 2024): upload the form as a Word document to your designated folder (you will receive access to your specific folder by July 30; folders will only be accessible by MSN staff and faculty involved with Synthesis & Practicum)<input type="checkbox"/> Immersion (August 9-10, 2024): Attend all sessions designated for returning students, corresponding to your concentration; be prepared to discuss the status of your project with faculty and staff
Monday, September 30, 2024 – the following are due: <ul style="list-style-type: none"><input type="checkbox"/> Project proposal: upload to your designated folder<input type="checkbox"/> Finalized Practicum Intent Form: upload your completed document to your folder

- File for spring 2025 graduation; the university will email eligible students with instructions

Tuesday, October 15 - the following are due in N607:

- Health documentation, background check, and drug screening via CastleBranch
- Preceptor Information Sheet(s): upload your sheet(s) to your designated folder; ensure that your preceptor(s) have reviewed the preceptor manual

Monday, November 11: submit an IRB proposal to CSUEB and/or the practicum site, as needed

SPRING SEMESTER – FINAL SEMESTER IN THE PROGRAM

Friday, January 10, 2025

- Students must complete all practicum site onboarding by this date, including site-specific training modules; if not, students will complete practicum and synthesis during the spring 2026 semester
- Complete N615/N625 and N693 with regular communication with faculty and preceptor(s)

Monday, April 28, 2025

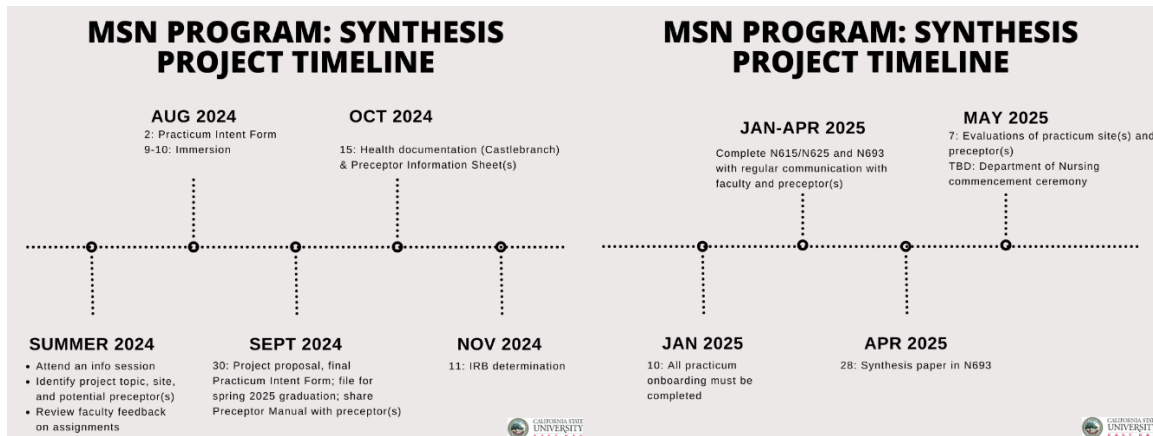
- Submit your completed synthesis paper in N693

Wednesday, May 7, 2025

- Submit evaluations of practicum site(s) and preceptor (see appendices)

Mid-May 2025

- Participate in the Department of Nursing commencement ceremony on the Hayward campus



3.2.1 Onboarding Requirements

- Consistent with university and practicum site policies, all MSN students are required to complete onboarding requirements in a timely manner to facilitate placement. There are three components: 1) health documentation, 2) background check, and 3) drug screening. All students will be provided with access to a secure online account through Castlebranch, which is where all documentation will be submitted.

For students who seek to complete their project at their place of employment, it is imperative to understand that these are separate roles: while health documentation is required as an employee and as graduate student, the approval processes involved are separate and MSN students' adherence to onboarding policies impacts our department's relationship with our clinical partners.

The Department of Nursing and University's Each role requires adherence to particular institutional policies to protect privacy and ensure appropriate preparation. As such, health documentation must be submitted even when students are completing practicum at their place of employment. Health documentation includes the following: Measles (Rubeola) Titer

- Mumps Titer
- Rubella Titer
- Varicella (Chicken Pox) Titer
- Hepatitis B Surface Antibody Titer
- Tuberculosis (TB) Skin Test
- TB symptom review
- Tetanus, Diphtheria, and Pertussis (Tdap)
- CPR Certification
- Health insurance
- Influenza vaccine
- RN license
- COVID-19 vaccine and booster(s)

Some sites are also requiring information about N95 mask fitting and completion of particular modules. These are site-specific and it is the responsibility of students to complete these in accordance with the onboarding due dates above.

3.3 Synthesis Paper

During students' final semester in the program, they take the practicum course corresponding to their concentration (N615 or N625) and N693 Master's Synthesis. Central to the N693 course is the writing of this paper, which serves as the culmination of learning in the MSN program. The format of this paper, to be written in APA 7th edition, is aligned with scientific writing (see appendix K for the template). Students are welcome to submit their synthesis papers to a scholarly journal for publication. (See Appendix K for the template).

3.4 Institutional Review Board (IRB)

If you are working with human subjects (employees, patients, etc.), contact the IRB office at your practicum site prior to submitting this proposal in order to determine whether a proposal is required and to inquire about their meeting schedule. Note that the IRB review process can take several weeks.

4. Policies and Procedures

General Information

The faculty has prepared policies and procedures by which many activities in the Nursing Program are governed. They are presented in this section of the student handbook for your information and reference. If a policy is developed or amended during the school year, students will be notified by announcements in class as well as distribution of written copies of it. The date the new/amended policy takes effect also will be announced and described in the written version.

Student Rights and Responsibilities

Cal State East Bay exists for the pursuit of knowledge, a commitment to lifelong learning, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged and expected to develop the capacity for critical judgment, to accept appropriate responsibilities, and to engage in rational debate utilizing critical thinking, in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable components of academic freedom. The freedom to learn depends largely upon appropriate opportunities and conditions in the classroom, on the campuses and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to teach and learn is shared by all members of the academic community.

Refer to University website for complete description of student rights, student conduct and responsibilities.⁶

⁶<http://catalog.csueastbay.edu/content.php?catoid=11&navoid=3743>

Essential Functions: Physical and Mental Qualifications

A student with a disability that is requesting accommodations has to be registered with the Accessibility Services office at Cal State East Bay. It is to the student's advantage to do this as soon as possible in the semester to ensure that approved accommodations can be granted in a timely manner.

There are essential functions or abilities necessary for admission and progression in the complex discipline of nursing at Cal State East Bay. To matriculate or progress in the nursing curriculum, the candidate must be able to perform all of the essential functions. These essential functions include, but are not limited to, the following:

1. **Critical Thinking**—A student must demonstrate critical thinking ability sufficient for clinical judgment.
2. **Professional-Ethical Conduct**—A student must possess the ability to reason morally and practice nursing in professional and ethical manner.
3. **Interpersonal Skills**—A student must demonstrate appropriate interpersonal abilities while interacting with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
4. **Communication**—A student must have the ability to clearly communicate in oral and written forms, and to effectively interpret communication with others.
5. **Mobility and Stamina**—A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care setting.
6. **Auditory**—A student must have sufficient auditory ability to effectively monitor and assess health needs of patients.
7. **Visual**—A student must possess visual ability for observation and assessment necessary in nursing care.
8. **Behavioral-Emotional Health**—A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the care of patients.

Students with Disabilities and Limitations

The Department of Nursing follows the Cal State East Bay non-discrimination policy, and students requesting accommodations in the classroom or in clinical internship placements must be registered with the [Accessibility Services](#) office. It is to the student's advantage to meet with their Accessibility Services counselor prior to the start of semester in order for AS and the Nursing Program to collaborate on reasonable accommodations. Students requesting accommodations must demonstrate their ability to meet the Essential Functions.

Accessibility Services offers academic accommodations to qualified individuals with temporary or permanent disabilities. Nursing students most often consult with Accessibility Services because of a learning disability that requires academic support services and/or alternative test-taking arrangement. For more information refer to the Accessibility Services website.⁷

If, after admission to the nursing program, a student develops a physical or mental disability that limits his/her ability to meet the Essential Functions, it is the student's responsibility to bring this information to the attention of the faculty. If unable to meet the practicum course objectives, the student will not be allowed to participate in activities at clinical agency. The student must provide documentation from a primary care provider prior to returning to clinical agency, which states that the student is able to meet the Essential Functions.

Sample Physician's Statement Form can be found in Appendices.

⁷<http://www20.csueastbay.edu/af/departments/as>

University Policy on Academic Dishonesty

The University, like all communities, functions best when its members treat one another with honesty, fairness, respect and trust. Students should realize that deception for individual gain is an offense against the members of the entire community, and it is their responsibility to be informed of University regulation on Academic Dishonesty by reading the catalog. It is a duty of faculty members to take measures to preserve and transmit the values of the academic community in the learning environment that they create for their students and in their own academic pursuits. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty, to adjust grades appropriately if academic dishonesty is encountered, and, when warranted, to recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty; administrative sanctions are under the authority of the Student Disciplinary Officer (SDO). This document provides policies and procedures to be followed when academic dishonesty is encountered. Refer to the university's website for complete description of the policy.⁸

Nursing Program Policy on Academic Integrity

Society has entrusted nurses and other health care professionals with the comfort and safety of its most vulnerable people. Therefore, the nursing profession requires people of absolute integrity.

A violation of the signed Student Affirmation form will result in disciplinary action that may result in dismissal from the nursing program.

When a student is found to have violated these standards in a Nursing prefix course, depending upon the circumstances of the situation, one or more of the following actions may be taken: 1) a warning; 2) a requirement that work be resubmitted under qualified conditions and with a possible grade penalty; 3) a requirement that an exam be retaken under qualified conditions and with a possible grade penalty; 4) an adjustment in the grade of an assignment; 5) an adjustment in the grade for a course. Grade adjustments include the possibility of assigning an F. The use of grades to address questions of academic integrity is at the sole discretion of the faculty.

May 2020

⁸ <https://www.csueastbay.edu/aps/academic-policies/academic-dishonesty.html>

Graduate Nursing Course Grading Policy

Grading Method

Graded nursing coursework will use the following grade scale where a grade of B- or higher is considered passing. Rounding method is not use for overall nursing course percentage. Course percentage associated with assigned course grade are listed here:

93 – 100 A	80 – 82 B-	67 – 69 D+
90 – 92 A-	77 – 79 C+	63 – 66 D
87 – 89 B+	73 – 76 C	60 – 62 D-
83 – 86 B	70 – 72 C-	59 and below F

Graduate Nursing Course Progression

Nursing core courses should be successfully completed in the proper sequence. In order to progress to Practicum and Master Synthesis courses, the graduate nursing student must earn a grade of “B-” or better in all master level courses before the final semester. N615 or N625 Practicum and N693 Master Synthesis must be taken concurrently. University policy will be followed for all add/drop/withdrawal requests.

Consistent with Cal State East Bay policy, “an “I” must normally be made up within one calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not you maintain continuous enrollment. You may not repeat a course in which you currently have an incomplete grade.” However, if the course is required for progression in the Nursing program, the earlier completion of the required work may be mandatory.

Your instructor will specify the work needed for completion and will communicate the requirements to you in writing with a copy to the department or program chair. When you complete the required work and it has been evaluated, your instructor will submit a change of grade form and a final academic grade will be recorded. If you do not complete your work within the allowed time limit, the grade will be recorded as an “IC” (See University Catalog Grading and Academic Standards: Incomplete).

A student who has two failures (“C+ or lower”) in any nursing prefix courses will be dropped from the MSN program.

Part-time enrollment in the program, consisting of 2 courses per semester, is an option, and the progression plans are outlined above. Students interested in this option are to discuss this with the program coordinator.

Nursing Department Lines of Communication and Procedures

UNIVERSITY FAIRNESS COMMITTEE

DEAN, COLLEGE OF SCIENCE

NURSING DEPARTMENT EXECUTIVE COMMITTEE

DEPARTMENT CHAIR

ASSISTANT DIRECTOR

ADVISOR / MSN Program Coordinator

INSTRUCTOR

STUDENT

Grade Disputes and Other Academic Problems

Grade disputes and other academic problems are initially discussed between student and instructor. In addition, students may choose to consult with their advisor who can help a student by clarifying the issue, and provide information on how to proceed in order to resolve the problem. Most problems can be settled within the department between student, instructor, and, when needed, coordinator, department chair and Program Executive Committee. If the student is not satisfied with the results of such meetings, or perceives that academic unfairness or discrimination has occurred, the student is directed to the Dean of the College of Science, who may send the issue back to the department chair for reconsideration, or refer the student to the University Fairness Committee.

A Note on Discrimination, Harassment, and Retaliation (DHR)

California State University East Bay is committed to a community free from sexual assault and violence. Title IX and CSU policy prohibit discrimination, harassment and retaliation, including Sex Discrimination, Sexual Harassment or Sexual Violence. CSUEB encourages anyone experiencing such behavior to report their concerns immediately. CSUEB has both confidential and non-confidential resources and reporting options available to you. As a faculty member, I am required to report all incidents and thus cannot promise confidentiality. I must provide our Title IX coordinator and or the DHR Administrator with relevant details such as the names of those involved in an incident. For confidential services, contact the Confidential Advocate at 510-885-3700 or go to the Student Health and Counseling Center. For 24-hour crisis services call the Bay Area Women against Rape (BAWAR) hotline at 510-845- 7273. For more information about policies & resources or reporting options, please visit <https://www.csueastbay.edu/diversity/dhr/index.html>.

Advising

The MSN program coordinator serves as the advisor for all registered students in the graduate nursing program. Students are encouraged to communicate with the coordinator throughout their time in the program to continue to enrich their learning experience and discuss progression through the program.

General advising may include: program planning, course equivalency determination, graduation evaluation and procedures, course withdrawal, request for incomplete, and adding/dropping courses.

Students should contact the coordinator to schedule a meeting time that is mutually agreed upon. The Canvas website and university and department communication via Horizon emails are additional resources for updates in University requirements. In this way students will keep abreast of University and program requirements.

For concerns and questions regarding individual courses, please contact course faculty.

For concerns and questions regarding support with graduate application and registration services, please contact Maria CD Lopez.

Student Retention Program

BACKGROUND: The faculty has developed a program to identify students at risk of failing nursing courses. The program provides guidance to assist students in identifying the nature of their academic problem(s). The students and the program coordinator then develop an appropriate plan for correction of these identified problems.

RETENTION ADVISING: Nursing Program Faculty provides advising for the student at risk. Faculty serve as retention advisor for their respective courses. The purpose of retention advising is to identify and contact students at risk of failing, help students to identify the problems hindering their success in the graduate program, encourage and ato correct the identified learning needs.

ADVISING ASSISTANCE: While it is the coordinator, with faculty consultation and dialogue with the student, who guides students at risk academic problems, the student is expected to take significant responsibility for the identification of the problems and planning for their amelioration. Non-academic stressors often impede achievement and must also be assessed. A grade of "Incomplete" may be considered if a student needs more time to successfully complete a theory course in which successful passage has been jeopardized due to temporary, non- academic stressors.

Student Representatives at Nursing Faculty Meetings

The Nursing Program Faculty invites student representation at regular meetings. Although you do not have voting privileges, your input can significantly affect the decision making process.

Your role as a student representative is to contribute your unique perspective to the discussions at hand, as well as serving as a spokesperson for your peers. In order to facilitate the gathering and reporting of information from and to your peers, a limited amount of class time is available for you to present committee issues. If the gathering or reporting of information consumes more time than allotted, you will have to continue this process outside of class time.

Meetings are scheduled once a month and typically are held on the last Thursday of each month. However, the schedule for meetings is subject to change from term to term as may be required by unforeseen events. Cal State East Bay's students are encouraged to attend these regular faculty meetings by Zoom videoconference or in-person at the Hayward campus. If circumstances preclude you from attending, it would be helpful if the class can identify student representative(s) to attend the monthly meeting. Please feel free to request that any student item of concern be placed on the agenda with a short statement of purpose. A lead-time of three days for doing this is appreciated, but it is acceptable for items to be added to the agenda at the time of the meeting. You will be excused from those portions of the meeting that may be confidential in nature.

Social Media Policy

The Cal State East Bay Department of Nursing recognizes that communication via social media is integral to reaching audiences important to the university, including current students, prospective students, faculty, staff, alumni, local communities, and other stakeholders. Student participation on social media is guided by university policy. Many students use social media platforms that include but are not limited to Facebook, Twitter, Snapchat, blogs, podcasts, YouTube, LinkedIn, Vine, Instagram, Pinterest, Whisper, and Yik Yak. These allow for the exchange of ideas but must be utilized responsibly and must not violate patient confidentiality or professional behavior.

Sharing sensitive and confidential information is governed by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) and professional nursing standards. Any statements and/or photos placed on a social media site should reflect positively on oneself, fellow classmates, the University and clinical sites. Prior written consent* is required before taking or posting student photographs and video, faculty photographs and video, or College events on social media sites and the Cal State East Bay Website. The Department of Nursing adheres to the ANA Social Media Policy.

Cal State East Bay Photographic Release Form can be found in Appendices.

Acceptable Computer Use Policy

Cal State East Bay is a public institution fully committed to the ideals of academic freedom, freedom of expression and multicultural diversity. CSUEB provides access to technology resources (e.g., computing hardware, software, electronic information systems, networks, etc.) for purposes related to its mission and to the responsibilities and necessary activities of its faculty, students and staff. These resources are vital for the fulfillment of the academic, research and business needs of the CSUEB community. To promote and protect these ideals and resources, this policy is intended to define acceptable and unacceptable computing uses and practices on the university campuses and among members of the university community.¹⁰

¹⁰ <http://www.csueastbay.edu/studentconduct/files/docs/acceptable-computing-use-policy.pdf>

Student E-mail Policy

University use of e-mail—E-mail is the official method for communication at Cal State East Bay because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. For the majority of the student population, this Student E-mail Policy does not represent a change from current practice. However, the policy does ensure that all students have access to this important form of communication. Furthermore, it ensures that students can be accessed through a standardized channel by faculty and other staff of the University as needed.

Assignment of student e-mail accounts—Official University e-mail accounts are available for all applicants and will be automatically assigned to all enrolled students. The addresses are all of the form [Name]@horizon.csueastbay.edu. These accounts must be activated before the University can correspond with its students using the official e-mail accounts. The website horizon.csueastbay.edu has been designed for this purpose. The official e-mail address will be maintained in SAIL (the university's student information system). Official e-mail addresses will be directory information unless the students request otherwise (see the University catalog for more information).

Redirecting e-mail—Students may elect to redirect (auto forward) messages sent to their Horizon official student e-mail address. Students who redirect e-mail from their official address to another address (such as AOL, Yahoo, Hotmail) do so at their own risk. The University is not responsible for the handling of e-mail by outside vendors or unofficial servers. Privacy of confidential information may be compromised by redirecting the Horizon account.

Expectations about student use of e-mail—The University will only communicate with students via their official Horizon e-mail account. Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications, including availability of resources, communication regarding practicum

onboarding, and course-related information. Students have the responsibility to recognize that certain communications may be time-critical.

Authentication for confidential information—The University does not send, or request, confidential information via e-mail. Confidential information is made available only through MYCAL STATE EAST BAY which is password protected. In these cases, students will receive e-mail directing them to MYCAL STATE EAST BAY, where they can access the confidential information only by logging in as required. The confidential information will not be included within the e-mail message itself. Mail sent to the Horizon e-mail addresses may include notification of University-related actions, including disciplinary actions. However, e-mail shall not be the sole method for notification of legal actions.

Privacy—Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters, and should not assume that e-mail is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the “reply all” command during e-mail correspondence. All use of e-mail will be consistent with other University policies, and local, state, and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA). E-mail addresses are directory information as defined by the University’s unless a request is made to withhold it.

Educational uses of e-mail—Faculty will determine how electronic forms of communication (e.g., e-mail) will be used in their classes, and will specify their requirements in the course syllabus. This Student E-mail Policy will ensure that all students will be able to comply with e-mail-based course requirements specified by faculty. Faculty can therefore make the assumption that students’ official @horizon.csueastbay.edu accounts are being accessed, and faculty can use e-mail for their classes accordingly.

Student Injury Reporting Policy

If a student is injured in the clinical setting and needs medical attention, the student must have medical insurance to cover the cost or pay cash.

A Student Non-Employee Accident/Injury Report Form must be completed by the student and the clinical faculty person.

Report the accident/Injury to your Dept. Chair within 8 (eight) hours.

Copies of the Accident/Injury Report should be distributed to Dept. office and Risk Management (SA RM4700) within 24 hours of date of Accident/Injury. This form is placed in the student’s department file.

The student is not covered by Workman’s Compensation because she/he is not an employee. Hence, DO NOT FILE WORKMAN’S COMPENSATION FORMS.

Student injury form can be found in Appendices.

Cal State East Bay Student Resources and Services

SIGMA NU XI At-Large Chapter

Sigma, formerly known as Sigma Theta Tau International, is an international nursing honors society founded in 1922. The society represents excellence in nursing which is reflected in the achievements of individual members and by the accomplishments of its collective chapters.

Sigma's mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. For decades, faculty at Cal State East Bay Nursing has been Sigma members, as have many of our students at or upon graduation.

Sigma's Nu Xi At-Large Chapter, henceforth Nu Xi, was established in 1992. Nursing programs from Cal State East Bay and Samuel Merritt University worked collaboratively to establish an official chapter to serve the East Bay Nursing Community.

Members of the Nu Xi Chapter have various professional opportunities including: the ability to collaborate with a variety of accomplished nurse members who live and work throughout the East Bay region; potential participation in national and international conferences hosted by Sigma, and exclusive access to Sigma's job boards. The Nu Xi Chapter has been recognized for its exemplary accomplishments by Sigma in various ways, including but not limited to being honored with Sigma's prestigious Chapter Key Award. At Cal State East Bay, nursing faculty will determine which students have met the high standards consistent with being invited to join Sigma. If you are among those students, Cal State East Bay will forward your contact information to Sigma so that you may receive a formal induction invitation. Your address will only be shared with Sigma if you have given the nursing department permission to do so.

The criteria for induction into the Nu Xi Chapter of Sigma change periodically, since it is governed by Sigma's international by-laws. Historically, the requirements to be inducted for an MSN/Graduate Nursing Student must have: completed at least one fourth ($\geq 25\%$) of the nursing curriculum; a cumulative nursing GPA in the top 35% of the class (with at least a 3.5 GPA); and meet academic integrity standards.

Consent to share basic contact information with Sigma if you are selected for induction can be found in Appendices.

Nursing Professional Development

Professional Certification

All Cal State East Bay MSN students with RN licensure and experience are encouraged to seek nursing professional certification(s) of their professional interest and expertise. Nursing professional development certification demonstrates that “a nurse has the knowledge, skills, and attitudes to provide high quality care to patients and their families. A certified nurse is a lifelong learner who cares about the quality of care they deliver. Nurses who are certified feel more confident that the care they are delivering is based on the most up-to-date evidence. Certified nurses are proud of their achievement and are role models for nurses and other health care professionals. Certification shows that nursing is a profession that cares about safety, quality, and excellence of health care delivery.”¹¹

Graduates of the MSN in Nursing Education specialty are eligible for certification as Certified Academic Clinical Nurse Educator exam (CNE®-cl) by National League of Nursing (NLN); Nurse Leadership and Administration graduates who currently hold managerial positions maybe eligible for Nurse Executive certification (NE-BC) through American Nurses Credentialing Center (ANCC).

Graduates will also be prepared to pursue the Nursing Professional Development Certification, through the [Association for Nursing Professional Development](#).

For additional information on practice-specific certification, refer to professional organizations, ANCC, or nurse.org.¹²

Student Leadership Opportunity

Cal State East Bay MSN students are encourage to participate in AACN's Graduate Nursing Student Academy (GNSA) activities as member or serve as student liaison for the school. Student members have access to free resources and services through the GNSA as well as opportunity to develop leadership and networking skill in its Leadership Council. Interest student should contact GNSA for information. AACN Graduate Nursing Student Academy at <https://www.aacnnursing.org/gnsa>.

¹¹ <https://minoritynurse.com/certified-nurses-the-importance-of-becoming-certified/>

¹² <https://nurse.org/articles/nursing-certifications-credentials-list/>

APPENDICES

Appendix A

Cal State East Bay Nursing students need to sign, scan and submit this sheet to the nursing office (as occurs for immunization documents). It relates to possible invitation into the Nu Xi at Large Chapter (“Nu Xi”) of the Sigma Nursing Society.

Sigma (formerly Sigma Theta Tau International), founded in 1922, is the International Honor Society for nursing. The society represents excellence in nursing which is reflected in the achievements of individual members and by the accomplishments of its collective chapters. Sigma’s mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma’s vision is to be the global organization of choice for nursing. For decades, most full-time faculty at Cal State East Bay Nursing have been Sigma members, as have many of our students at or upon graduation.

Sigma’s Nu Xi Chapter, henceforth Nu Xi, was established in 1992. Nursing programs from Cal State East Bay, Samuel Merritt University, and Holy Names University worked collaboratively to establish an official chapter to serve the East Bay Nursing Community. Members of the Nu Xi Chapter have various professional opportunities including: the ability to collaborate with a variety of accomplished nurse members who live and work throughout the East Bay region; potential participation in national and international conferences hosted by Sigma, and exclusive access to Sigma’s job boards.

At Cal State East Bay, nursing faculty will determine which students have met the high standards consistent with being invited to join Sigma. If you are among those students, Cal State East Bay will forward your contact information to Sigma so that you may receive a formal induction invitation. Signing this form grants Cal State East Bay permission to share your basic contact information with Sigma if you are selected for induction. If you do not wish us to provide Sigma your contact information, write “Do not share my contact information” below your signature on this form and you will not be considered for possible induction.

The criteria for induction into the Nu Xi Chapter of Sigma changes periodically, since it is governed by Sigma’s international by-laws. Historically, the requirements to be inducted have included the following:

- For Undergraduate Nursing Student: completed at least half ($\geq 50\%$) of the nursing curriculum; a nursing GPA in the top 35% of the class (with at least a 3.0 GPA); and meet academic integrity standards.
- For an MSN/Graduate Nursing Student: completed one fourth ($\geq 25\%$) of the nursing curriculum, have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.5)

Print Student Name: _____ Date:

_____ Signature: _____

Office Staff Use Only If name & signature only mark as "Granted" If "Do not share my contact information" also handwritten mark as "Declined"

Appendix B

Cal State East Bay – Photographic Release Form

Please initial in the spaces below what uses of photographs of you are consented to, and sign at the end of the release form. Photos will only be used in the ways you consent to. Your name will not be identified in these photos

- _____ Photographs can be reviewed by the designated individual or individuals.
- _____ Photographs can be used for project illustration (i.e., yearbook, DVD).
- _____ Photographs can be used for promotional materials, such as brochures or fliers.
- _____ Photographs can be used for classroom presentations.
- _____ Photographs can be used for academic conference presentations.
- _____ Photographs can be used for fundraising presentations/proposals.
- _____ Photographs can be used for newspaper or magazine publication.
- _____ Photographs can be posted on a web site for promotional purpose

NAME _____

SIGNATURE _____

DATE _____

Appendix C

Sample Health Care Provider's Statement

Dear Physician/Nurse Practitioner:

There are minimum entry level qualifications required for professional nursing practice for students in the nursing program at California State University, East Bay.

_____ is a student in the CSUEB Nursing program and should provide you with a copy of the Essential Functions for Nursing Practice. Please complete the following:

To the Chair of the Nursing Department:

_____ (student name) has been under my care for a Medical Condition on _____ (date) I have reviewed the Essential Functions for Nursing Practice and certify that this student is capable of performing Cardiopulmonary Resuscitation without limitations.

Yes/No (circle one)

Comments:

_____ may return to clinical practice with no limitations.

Yes/No (circle one)

Provider's Name

Provider's Signature

Date

Appendix D
Student Injury Form

California State University East Bay Risk Management & Internal Control 25800 Carlos Bee Blvd., SA4700, Hayward, California 94542 (510) 885-3833

Non-Employee Accident/Incident Report

Instructions: Please print using blue or black ink pen. Complete, sign and return to Risk Management & Internal Control, SA4700

PERSONAL INFORMATION Full Name of Involved Party: Date and Time of Accident/Incident:

Address of Involved Party: Phone Number:

Reported to: Name: Dept: Ph#

DETAILS OF ACCIDENT/INCIDENT Location where accident/incident occurred:

If occurred during a class, give Class Identification and Name of Instructor:

Please describe accident/incident:

Were there injuries? If so , nature and extent of Injuries:

Did injuries require medical care? If yes, give location, name of treating physician and medical finding

Name: Facility & Location:

Medical Finding:

Were there witnesses? If yes, provide name, addresses, and phone numbers.

Was personal property damaged? If yes, attach a description and value of the property.

Signature of Involved Person: Date:

Case # (if UPD investigated): RM 33 11/29/11

Appendix E Practicum Intent Form: Nursing Leadership and Administration

Students will be able to submit information through an online survey. This information will assist the placement coordinator in the onboarding process for Practicum. Responses are due by Friday, August 2, 2024.

Contact Information

	Names (Include all names used at CSUEB and workplace)	Email Address and Phone Number
CSUEB		
Student		
Practicum faculty		
Facility		
Education contact		
Preceptor		
Approving Manager		

Nursing Leadership and Administration Synthesis/Practicum Project

Agency	<input type="checkbox"/> Agency: _____ City: _____ Department/Unit: _____ <input type="checkbox"/> Same as workplace
Nurse Preceptor	Name and credentials:
	Position:
	Department/Unit:
	<input type="checkbox"/> I have reviewed the preceptor information sheet with my preceptor
Project	Topic:
	Goal:
	What data will be collected and how? Who will see the results?

Appendix F Practicum Intent Form: Nursing Education

Students will be able to submit information through an online survey. This information will assist the placement coordinator in the onboarding process for Practicum. Responses are due by Friday, August 2, 2024.

Contact Information

	Names (Include all names used at CSUEB and workplace)	Email Address
CSUEB		
Student		
Practicum faculty		
Clinical setting		
Education contact		
Approving Manager		
Preceptor		
Education setting		
Preceptor		

Nursing Education Instructional Synthesis/Practicum Project

Clinical: APRN Preceptor (40 hours)	Name and credentials:
	Position:
	Department/Unit:
	Facility:
	<input type="checkbox"/> I have reviewed the preceptor information sheet with my preceptor
Education Preceptor (50 hours)	Name and credentials:
	Position:
	Academic institution or Clinical setting:
Education Project	Topic:
	Course/Program:
	Goal:

Appendix G Synthesis Proposal Instructions

The Synthesis Proposal is a 3-page (minimum) description that is comprised of the following sections. Submit as a Word document to your designated Synthesis and Practicum Google folder by Monday, September 30, 2024.

Title page

Key project contacts: Student and Faculty names and contact information

Problem Description and Purpose Statement: The purpose statement should be a succinct statement regarding the purpose or aim of the project and the issue or problem of focus. Explain why this topic/ project is significant and outline the objectives of the project.

Summary of the Initial Literature Review: The review of evidence, including the literature review, provides insight into the state of knowledge in the topic area of the project. In this section, include a brief summary of the literature reviewed in preparation for the project. The review of the literature will continue as the project develops; however, a good base of literature reviewed is important at the start of the project to guide the development. Include a description of your search strategies.

Proposed Methods: A preliminary plan of the project should be described here. Include where the project will take place, who will be involved, and the procedures. As the project is developed further changes may take place. Be sure to outline how human subjects might be involved in the proposed work, the consent process, how you will engage in recruitment, and how long participants can expect to be involved. Include a preliminary outline or draft of the consent form and any data collection instruments you anticipate utilizing.

Participant demographics: Indicate the number of participants proposed and their demographics; indicate if there will be special populations participating (e.g. CSUEB students, incarcerated persons, children/minors, etc.). Be sure to outline how you would access the population, minimize the possibility of coercion, and provide the rationale for involving vulnerable populations.

Dissemination: Who will have access to your findings and final paper? How might you present and/or publish your findings?

Reference List: The proposal should include a list of the references discussed in this proposal and should show significant preparation for the project. The references must be current (published within 7 years), scholarly and can include professional standards from recognized nursing and health organizations.

Appendix H Preceptor Information Sheet: Nursing Leadership & Administration



MASTER OF SCIENCE IN NURSING PROGRAM NURSING LEADERSHIP AND ADMINISTRATION CONCENTRATION

Nursing Leadership & Administration Preceptor Information

Thank you for your interest in serving as a preceptor for a MSN student's practicum. This field project solidifies the student's preparation as an advanced practice nurse leader. The preceptor serves as a mentor for the student within the host agency, complementing the role of the faculty who guides the academic aspect of the project. Please review the Preceptor Manual, which students have access to.

The general role of a Nurse Leadership & Administration Preceptor is to:

1. Share insight on the role of an advanced practice nurse leader to influence nursing practice and quality improvement using evidence-based approach.
2. Consult with the student to ensure the relevance of the project to the host agency.
3. Approve the student's plan.
4. Serve as a liaison for the student such as facilitating the coordination and implementation of the project at the host agency.
5. Provide feedback on the student's performance.

*Estimated contact hours: Minimum 45 hours, Spring 2025. As this is a 3 unit course, students are expected to spend **90 hours total** completing the practicum experience.

The MSN student has full responsibility for the leadership/administrative project from the development of the plan and materials to the implementation of activities at the host agency. The Cal State East Bay Nursing faculty is responsible for guiding the student throughout the teaching project and assigns course grade that reflect Preceptor's feedback. The preceptor is not responsible for formal student evaluation or grading of any assignment.

Preceptor Name & Credentials: _____

Preceptor Title (Division): _____

Preceptor Email: _____ Phone: _____

Host Agency Name: _____ City _____

I agree to serve as a preceptor for CSUEB MSN Student for Spring 2025.

Preceptor signature: _____ Date: _____

Appendix I: Preceptor Information Sheet: Nursing Education



MASTER OF SCIENCE IN NURSING PROGRAM

NURSING EDUCATION CONCENTRATION

Nurse Educator Preceptor Information

Thank you for your interest in serving as a preceptor for a MSN student’s practicum. This field teaching project solidifies the student’s preparation as an advanced practice nurse educator. The preceptor serves as a mentor for the student within the host agency, complementing the role of the faculty who guides the academic aspect of the teaching project. Please review the Preceptor Manual, which students have access to.

The general role of a Nurse Educator Preceptor is to:

1. Share insight on the role of a nurse educator to influence nursing practice and quality improvement using evidence-based approach.
2. Advise the student on the relevance of the project to the host agency.
3. Approve the student’s teaching plan.
4. Serve as a liaison for the student such as facilitating the coordination and implementation of the teaching activities at the host agency.
5. Provide feedback on the student’s teaching performance.

*Estimated preceptor and student contact hours: 50 hours, Spring 2025 (January-April)

The MSN student has full responsibility for the teaching project from the development of the teaching plan and materials to the implementation of activities at the host agency. The Cal State East Bay Nursing faculty is responsible for guiding the student throughout the teaching project and assigns course grade that reflect Preceptor’s feedback. The Educator Preceptor is not responsible for formal student evaluation or grading of any assignment.

Preceptor Name & Credentials: _____

Preceptor Title & Department: _____

Preceptor Email: _____ Phone: _____

Host Agency Name: _____ City _____

I agree to serve as a preceptor for CSUEB MSN Student for Spring 2025.

Preceptor signature: _____ Date: _____

Appendix J: Advanced Clinical Preceptor Information Sheet: Nursing Education



MSN PROGRAM - NURSING EDUCATION CONCENTRATION

Advanced Clinical Practice Preceptor Information

Thank you for your interest to serve as a preceptor for a MSN student’s clinical practicum. The purpose of this practicum is to expand students’ clinical expertise as an advanced practice nurse educator. The preceptor serves as a mentor and facilitator for the student within the host agency, complementing the role of the faculty who guides the academic development of the student. Please review the Preceptor Manual, which students have access to.

The general responsibility of an Advanced Clinical Practice Preceptor is to:

1. Share insight on the role of an advanced clinical practice nurse to influence clinical practice and quality improvement using evidence-based approaches.
2. Consult with the student to assist with complex problem-solving skills for a specialized clinical population.
3. Approve the student’s clinical learning objectives and proposed activities.
4. Serve as a liaison for the student at the host agency to facilitate the direct care experience and achievement of learning outcomes.
5. Verify the student’s clinical participation hours.

*Estimated preceptor and student contact hours: 40 hours, Spring 2025 (January-April)

The MSN student has full responsibility for the clinical learning objectives and plan. The Cal State East Bay Nursing faculty is responsible for supporting the student throughout the clinical practicum and assigns the course grade. The Advanced Practice Clinical Preceptor is not responsible for formal student evaluation or grading of any assignment.

Preceptor Name & Credentials: _____

Preceptor Title & Department: _____

Preceptor Email: _____ Phone: _____

Host Agency Name: _____ City _____

I agree to serve as a preceptor for CSUEB MSN Student for Spring 2025.

Preceptor signature: _____ Date: _____

Appendix K: **Synthesis Paper Outline**

ABSTRACT/EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND

- Project Description
- Significance of Project
- Project Purpose and Objectives
- Project Method
- Background
- Organization of Paper

LITERATURE REVIEW

- Introduction
- Search and Retrieval Strategies for Literature
- Review Literature

METHODOLOGY

- Education Project methodology

OR

- Administration/Leadership project methodology

IMPLEMENTATION, EVALUATION AND OUTCOMES

DISCUSSION

CONCLUSIONS AND RECOMMENDATIONS

- Summary
- Outstanding Questions/Issues
- Implementation Benefits
- Further recommendations

REFERENCES

APPENDICES

- Literature Review Table
- Instruments
- Figures

Appendix L

THE CAL STATE EAST BAY MSN PROGRAM LEADERSHIP PRACTICUM

Student Evaluation of Preceptor

Preceptor: _____

Completed by Student: _____ Date: _____

Using the following scale, please indicate how satisfied you are about how well the preceptor met the following objectives:

1. Very satisfied
2. Satisfied
3. Somewhat satisfied
4. Not Satisfied

The Preceptor:

#	Objectives	1	2	3	4
1	Demonstrated high level of motivation and interest to mentor graduate student				
2	Facilitated a positive and supporting learning environment at the host agency.				
3	Utilized effective leadership and administrative strategies to achieve student learning objectives.				
4	Provided constructive feedback regularly to promote learning improvement and progress.				
5	Was a professional role model in stimulating my personal and professional growth in advanced practice nursing.				

Comments:

Appendix M

THE CAL STATE EAST BAY MSN PROGRAM LEADERSHIP PRACTICUM

Student Evaluation of Agency

Clinical Agency: _____ Unit: _____

Completed by Student: _____ Date: _____

Using the following scale, please indicate how satisfied you are about how well the preceptor met the following objectives:

1. Very satisfied
2. Satisfied
3. Somewhat satisfied
4. Not Satisfied

The Agency:

#	Objectives	1	2	3	4
1	Offers a positive and supporting learning environment.				
2	Administrators and staff demonstrated interest in assisting students on the unit.				
3	Shows commitment to advocacy and evidence-based patient care.				
4	Has an effective system to facilitate graduate nursing students' clinical practicum.				

Comments:

Appendix N

THE CAL STATE EAST BAY MSN PROGRAM EDUCATION PRACTICUM

Student Evaluation of Clinical Preceptor

Preceptor: _____

Completed by Student: _____ Date: _____

Using the following scale, please indicate how satisfied you are about how well the preceptor met the following objectives:

1. Very satisfied
2. Satisfied
3. Somewhat satisfied
4. Not Satisfied

The Preceptor:

#	Objectives	1	2	3	4
1	Demonstrated high level of motivation and interest to mentor graduate student				
2	Facilitated a positive and supporting learning environment at the host agency.				
3	Utilized effective teaching strategies to achieve student learning objectives.				
4	Provided constructive feedback regularly to promote learning improvement and progress.				
5	Was a professional role model in stimulating my personal and professional growth in advanced practice nursing.				

Comments:

Appendix O

THE CAL STATE EAST BAY MSN PROGRAM EDUCATION PRACTICUM

Student Evaluation of Clinical Practicum Agency

Clinical Agency: _____ Unit: _____

Completed by Student: _____ Date: _____

Using the following scale, please indicate how satisfied you are about how well the preceptor met the following objectives:

1. Very satisfied
2. Satisfied
3. Somewhat satisfied
4. Not Satisfied

The Agency:

#	Objectives	1	2	3	4
1	Offers a positive and supporting learning environment.				
2	Administrators and staff demonstrated interest in assisting students on the unit.				
3	Shows commitment to advocacy and evidence-based patient care.				
4	Has an effective system to facilitate graduate nursing students' clinical practicum.				

Comments:

Appendix P

THE CAL STATE EAST BAY MSN PROGRAM EDUCATION PRACTICUM

Student Evaluation of Education Preceptor

Preceptor: _____

Completed by Student: _____ Date: _____

Using the following scale, please indicate how satisfied you are about how well the preceptor met the following objectives:

5. Very satisfied
6. Satisfied
7. Somewhat satisfied
8. Not Satisfied

The Preceptor:

#	Objectives	1	2	3	4
1	Demonstrated high level of motivation and interest to mentor graduate student				
2	Facilitated a positive and supporting learning environment at the host agency.				
3	Utilized effective teaching strategies to achieve student learning objectives.				
4	Provided constructive feedback regularly to promote learning improvement and progress.				
5	Was a professional role model in stimulating my personal and professional growth in advanced practice nursing.				

Comments:

Appendix Q

THE CAL STATE EAST BAY MSN PROGRAM EDUCATION PRACTICUM

Student Evaluation of Education Practicum Agency

Clinical Agency: _____ Unit: _____

Completed by Student: _____ Date: _____

Using the following scale, please indicate how satisfied you are about how well the preceptor met the following objectives:

5. Very satisfied
6. Satisfied
7. Somewhat satisfied
8. Not Satisfied

The Agency:

#	Objectives	1	2	3	4
1	Offers a positive and supporting learning environment.				
2	Administrators and staff demonstrated interest in assisting students.				
3	Shows commitment to advocacy and evidence-based patient care.				
4	Has an effective system to facilitate graduate nursing students' clinical practicum.				

Comments: